

ACCEL
ARIZONA CENTERS FOR COMPREHENSIVE EDUCATION AND LIFE SKILLS

Social Skills Training:
Peer Coaching in a Data Driven Model Demonstrating Successful
Acquisition of Individualized Social Skills


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ARIZONA CENTERS
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Current Population

- **Diagnosis**
 - Autism 33%
 - Mild Intellectual Disabilities 7%
 - Moderate Intellectual Disabilities 22%
 - Severe Intellectual Disabilities 13%
 - Multiple Disabilities & MDSSI 22%
 - ED/TBI 2%
- **Grade**
 - Elementary (PreK-5) 23%
 - Middle School (6-8) 17%
 - High School (9-12+) 60%
- **Gender**
 - Male 71%, Female 29%



Mission and Core Values

Mission-Our mission is to provide exceptional educational, therapeutic, and vocational programs to individuals with special needs, to give them the necessary skills to learn, to work and to live successfully with dignity and independence.

Core Values

- **Initiative:** We demonstrate leadership and self-direction in accomplishing our goals.
- **Dignity:** We respect the dignity and differences of all individuals and treat everyone with respect under all circumstances.
- **Excellence:** We strive to attain the highest standards of integrity and performance at all levels within the organization.
- **Accountability:** We are personally accountable and responsible for our behavior and our results.
- **Service:** We are passionate about meeting the needs of our clients, employees, community, and society and are committed to ensuring quality service.

Current Programmatic Supports

- 2:1 Student/Teacher Ratio
- Embedded Therapeutic Services
- Sensory Sensitive Environment
- School-wide Behavioral System (TCI)
- Structured Teaching Approach
- Assistive Technology
- Functional Curriculum



Vocational/Transition Programs

Metro Cafe



Vocational/Transition Programs

Horticulture

Students plant and maintain common areas on our campuses as well as growing house plants to sell.



Vocational/Transition Programs

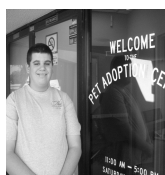
Creative Design

Students create crafts that are sold in our school gift shop as well as the Michael's Garden store.



Program Beginning

- Need to address social skills deficits & generalization
- Core values: dignity & accountability
- Emphasis on independence, communication & employability

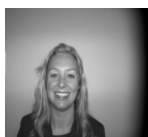


Teacher Introductions

- Kristel Morgan, ACCEL Master Teacher and Transition Specialist



- Jennifer Moul, ACCEL Senior Teacher and Career Preparation Instructor



Components of the Program

- Preparation of the team
- Social skill identification (video of students choosing their skill)
- Social Skills introduction with students
- Role model & role plays
- Practice in classroom
- Practice in school environment
- Practice in the community
- Charting data – self-monitoring

Preparing the Team

- Team meeting with classroom aides to discuss the Social Skills Training Program
- Goal of the program
- Data Collection (baseline data, ticket count for positive behavior and disruptive behavior)
- Role play ticket system with classroom aides

The Ticket System

- Student receives 1 ticket for social skill every time it's identified by peers or staff as occurring.
- Students and staff "catch" students performing the identified social skill.
- Staff write "to" and "from" on ticket.
- Tickets are received and kept by the students until the end of the day.
- At end of the day students and teachers meet to turn in tickets to be recorded on the bulletin board.
- Students determine with teacher total number of tickets needed for group reward and student who caught the most positive behavior.

Social Skills Introductory Lesson with Students (Kristel's Class)

- Ask for examples of inappropriate social behaviors and write on board.
- Ask why is it important to practice appropriate social skills. What do you get out of it?
- Have students pick 3 skills they want to work on and write them down on hand out.
- Have classroom staff collaborate to choose the most appropriate skills for student.

Social Skills Introductory Lesson with Students Day 2 (Kristel's Class)

- Review Day 1
- Students practice social skills in the school setting.



Social Skill Identification (Jen's Class)

- Review the importance of social skills and individuals' needs.
- Have both students and paraprofessionals choose a social skill for each student, guided by the teacher.
- Gather baseline data for days 3-5, begin graphing on day 6.

Role Model and Role Play

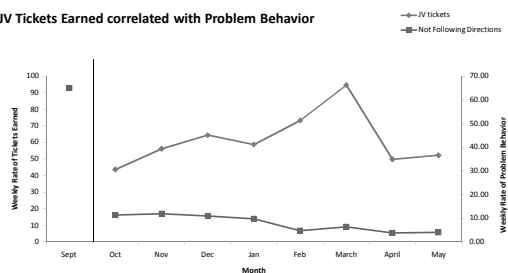
- Social skill is reviewed as a group; teacher and paraprofessionals role play students' social skills.
- Students generalize these role plays into own role play with another student.
- Teachers & students demonstrated both the right and wrong way to role play the social skill.
- Role plays helped to show all the students each student's social skill and what they needed to give tickets for.

Meet Jarad

- 19 year old young man with Autism, at ACCEL for 7 years
- Referred to ACCEL for aggression (kicking, hitting, tantrums)
- Social skill: following directions the first time asked

Jarad's Graph of Success

JV Tickets Earned correlated with Problem Behavior

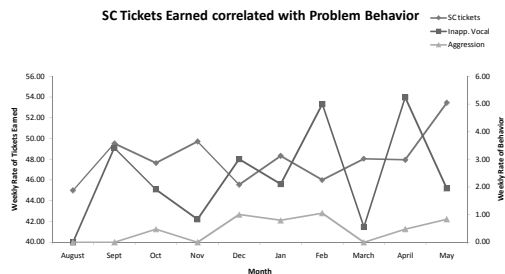


Meet Shannon

- 19 year old young lady with Autism, who has been attending ACCEL for 6 years
- Referred to ACCEL for problems with self-regulation, loss of temper, perseverative thoughts
- Social skills: 1) increased flexibility to changes in routine & transitions; 2) demonstrating patience
- Video: Shannon describes the importance of social skills training

Shannon's Graph of Success

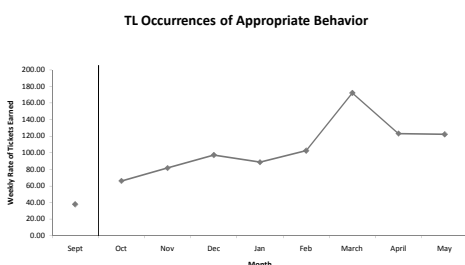
SC Tickets Earned correlated with Problem Behavior



Meet Timmy

- 19 year old young man with Autism, who has been attending ACCEL for 9 years
- Referred to ACCEL for aggression (kicking, hitting, tantrums)
- Social Skill: Timmy will use follow up statements during conversations

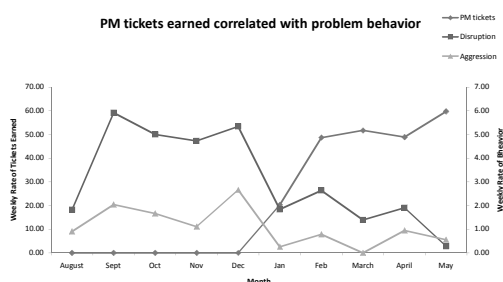
Timmy's Graph of Success



Meet Phillip

- 18 year old young man with mild intellectual disability, who has been attending ACCEL for 4 years
- Phillip was referred to ACCEL for aggression (kicking, hitting, tantrums)
- Social Skills: Phillip will stay calm and show flexibility in new situations

Phillip's Graph of Success



Outcomes

- Student awareness of others
- Teamwork
- Positive attitude
- Skill learned to give and receive feedback
- Return to district
- Confirmation by related professionals (doctors, speech/language pathologists, vision teacher, etc.)
- Generalization to the home environment
- Reduction in problem behavior

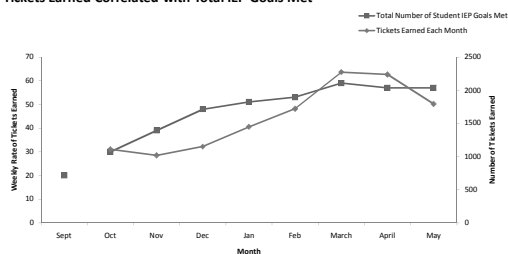
Documented Outcomes

- Group graphs
- Bulletin Boards



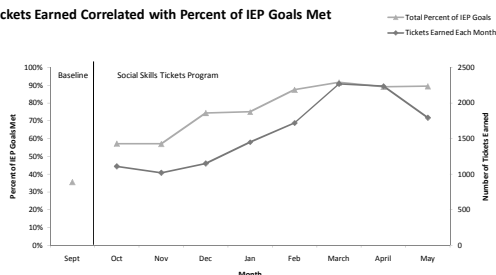
Tickets Earned and IEP Goals Met

Tickets Earned Correlated with Total IEP Goals Met



Percentage of IEP Goals Met 2009-2010

Tickets Earned Correlated with Percent of IEP Goals Met



Problems & Modifications

- Ticket giving
- Adapting to teaching style (interruptions)
- Problem-solving in varied environments
- Response when goal not met
- Unequal opportunities
- Training new staff for consistency
- Over-giving of tickets by staff

Thank You!

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